**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 4** | | | **Date(s)**: |
| **Unit Title:** Understand Place Value for Multi-Digit Whole Numbers | | | | **Corresponding Unit Task: Task 2** | | |
| **Essential Question(s): How can I compare two multi-digit numbers using these symbols <, >, =?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**   * **Bags of tickets** * **“Ticket Master” recording sheet** | | |  | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: *4.NBT.2* -** *Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.* | | | | | |
| **I Can Statement(s):**   * **I can compare two multi-digit numbers.** * **I can identify the digit and place that is different when comparing numbers.** * **I can explain why a number is larger or smaller when compared to another number.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Explain to students that they have been asked to work at the zoo ticket gate for a day. They will presented with a bag of tickets and will need to complete the task they are assigned. | | | | | |
| **Teacher Directed: (up to 5 mins)**  Explain expectations and procedures for the activity.  Part 1  For this activity, ten tickets and their duplicates will be used. Detach and separate one set of ten tickets, but keep the duplicates attached to each other for students to use as an answer key. Place the ten separated tickets and one string of attached duplicate tickets inside a paper bag.  Part II  Students will need a bag of 20 detached tickets for Part II of this task. It may be advantageous to have separate plastic bags of 20 tickets for this game so that the detached tickets that match the string of attached tickets in Part 1 will not be mixed up. | | | | | |
| **Guided Practice: (15 – 20 mins)**  Part 1  Students will follow the directions below from the “Ticket Master” Recording Sheet.  • Open the bag of tickets and pour them out on your desk. You will find 10 detached tickets and one string of 10 tickets that has not been detached.  • Place the attached tickets to the side, face down.  • Take the detached tickets and arrange them in either descending or ascending order.  • Once you have completed this task, have a friend use the attached tickets to check your answers. | | | | | |
| **Independent Practice: (15 – 20 mins)**  Part II  Play the game “Dare to Compare.”  Players: 2 players  Materials: One bag of 20 detached tickets “Dare to Compare” student recording sheet pencil  Directions:  1. Each player places a pile of 10 tickets face down in front of them.  2. For each round, both players turn the top ticket in their piles face up and lay them on the table next to each other.  3. The player with the larger number on the ticket must correctly read aloud the number.  4. Both players record an inequality or equality statement using the numbers on the tickets.  5. The player with the higher number gets to keep both tickets and place them in a separate pile with the tickets face up.  6. At the end of ten rounds, the player with the most tickets wins. | | | | | |
| **Closing/Summarizing Strategy: (up to 5 mins)**   * Multiple Choice Question ABCD Card Response | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| 1. Create ticket strips (using the blank strip provided) that do not have sequential numbering. Have students practice putting in order-varied numbers, including numbers with fewer or more digits in them. | | | 1. Have students use tickets with fewer digits in each number. 2. Allow students to use a blank place value chart and write the numbers in the chart, showing the correct placement of the digits. This cueing device may assist students in comparing digits in the same place in order to determine value. 3. Destination Math | | |  |
| **Assessment(s): (up to 10 minutes)**  Unit Task 2 (in pairs) | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |